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ABSTRACT

The Edison Project is an ESEA Title VIII dropout prevention program for 250 tenth grade students who were identified as potential dropouts on the basis of previous attendance, grades, and grade level retention. Some of the problems that affect student attendance have been found to be gangs, money, race, and relevance of education. The project was formed so as to ameliorate these problems. Career development and community awareness were to be integral parts of the curricula that were to be developed. Self-contained classrooms and home contacts were specified as means of personalizing education. Work-stipend positions, which involved 15 hours of work each week, were available and paid from the project budget. Remedial math, remedial reading, health care, and food services were also provided. The instructional and career development goals met with little success. The dropout rate was 21.3 percent while the average daily attendance was 78.1 percent. Other tenth graders in the high school had corresponding rates of 33.1 and 61.8 percent. Pretest-posttest gains were seven months in reading and two months in arithmetic. (Author/JM)

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EDISON PROJECT
Final Evaluation Report - Year One
1971-1972

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UD 013070

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THE SCHOOL DISTRICT OF PHILADELPHIA

ED 070783

EDISON PROJECT

FINAL EVALUATION REPORT - YEAR ONE

Submitted to
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Title VIII, ESEA
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ERIC ABSTRACT

EDISON PROJECT
SCHOOL DISTRICT OF PHILADELPHIA
PHILADELPHIA, PA.

ROGER J. FISHMAN,
RESEARCH ASSOCIATE
AUGUST, 1972

THE EDISON PROJECT (OEG-0-9-480321-348 (281) IS A TITLE VIII, ESEA DROPOUT PREVENTION PROGRAM FOR 250 TENTH GRADE STUDENTS WHO WERE IDENTIFIED AS POTENTIAL DROPOUTS ON THE BASIS OF PREVIOUS ATTENDANCE, GRADES, AND GRADE LEVEL RETENTION. SOME OF THE PROBLEMS THAT AFFECT STUDENT ATTENDANCE HAVE BEEN FOUND TO BE GANGS, MONEY, RACE. AND THE RELEVANCE OF EDUCATION. THE PROJECT WAS FORMULATED SO AS TO AMELIORATE THESE PROBLEMS. CAREER DEVELOPMENT AND COMMUNITY AWARENESS WERE TO BE INTEGRAL PARTS OF THE CURRICULA THAT WERE TO BE DEVELOPED. SELF-CONTAINED CLASSROOMS AND HOME CONTACTS WERE SPECIFIED AS A MEANS OF PERSONALIZING EDUCATION. WORK-STIPEND POSITIONS, WHICH INVOLVED FIFTEEN HOURS OF WORK EACH WEEK, WERE AVAILABLE AND PAID FROM THE PROJECT BUDGET. REMEDIAL MATH, REMEDIAL READING, HEALTH CARE, AND FOOD SERVICES WERE ALSO PROVIDED. THE INSTRUCTIONAL AND CAREER DEVELOPMENT GOALS MET WITH LITTLE SUCCESS. THE DROPOUT RATE WAS 21.3 PERCENT WHILE THE AVERAGE DAILY ATTENDANCE WAS 78.1 PERCENT. OTHER TENTH GRADERS IN THE HIGH SCHOOL HAD CORRESPONDING RATES OF 33.1 AND 61.8 PERCENT. PRETEST-POSTTEST GAINS WERE 7 MONTHS IN READING AND TWO MONTHS IN ARITHMETIC.

EDISON PROJECT - FULL ABSTRACT

GRANT # OEG-0-9-480321-3418 (281)

THE LOCALE: The Edison Project has been established as an annex to the Edison High School, an all male, comprehensive high school which has the highest dropout rate in the school district. Gang tensions, racial problems, failure, and a lack of interest in education have led to a school climate which has been described as hopeless. The project has been located in "neutral turf" and is racially balanced. The community that is served is geographically extensive and encompasses people with low to moderate incomes. The white students are from stable neighborhoods, while many of the other students reside in changing neighborhoods.

THE PROGRAM: The Edison Project has as its major objectives the reduction of the dropout rate, the increasing of the average daily attendance, the improvement of basic skills, and the development of career awareness. The components that were established to meet these objectives were: instructional (classroom activities, curriculum development, and home contacts), reading and mathematics (remediation and consultative services for teachers), career development (job exposure, experience, and training), and client-specific services (medical examinations, follow-up treatment, legal services). One of the major differences that the project established was the use of self-contained classrooms at the high school level to personalize the educational experience. Through the coordination of the various components student interest-centered, work-centered, and community-centered units of instruction were to be developed. Two hundred and fifty students were enrolled in the Project in September, 1971. The staff included a director and two assistants, ten teachers and ten Community Resource Persons, one Math and two Reading Specialists, three Career Development Specialists, and an evaluator.

SELECTED OUTCOMES: During this first year of operation the dropout rate was 21.3 percent. Although this did not meet the criterion that was specified, it compares favorably with the dropout rate of the remaining tenth grade students in the high school, 33.1 percent. Average daily attendance was 78.1 percent for project students. This falls short of the goal but exceeds the high school rate by 16.3 percent. Gains in achievement level averaged seven months in reading (meeting the objective) but only two months in arithmetic. The combination of a teacher and Community Resource Person in each self-centered classroom had a positive effect on students and led to frequent home contacts by telephone and visitations. Students were placed in work-stipend positions, paid from project funds, were exposed to work possibilities in industry, received training at trade schools, and received evaluations of their interests and skills. All but the first of these were available on a limited basis. A description of the Edison Project would be incomplete without mention of the failures. The instructional and career development programs failed to produce the processes and products that were prescribed. Personnel and logical problems were examined and dealt with in the revisions for the second year.

SUMMARY OF MAJOR OUTCOMES

1. A high level of contact with the homes of Edison Project students was an important factor in raising the average daily attendance from 58.7 percent to 80.7 percent. These figures are for students who were on roll at the end of the school year The A.D.A. for the project as a whole was 78.1 percent.

2. The dropout rate for project students was 21.3 percent. This may be compared with the sending high school's tenth grade dropout rate of 33.1 percent and with a rate of 60.9 percent for another group of students at the high school who were identified as potential dropouts.

3. The self-contained classroom organization, staffed by a teacher and a Community Resource Person, allowed students and staff the opportunity to form relationships in an institutional setting.

4. No consistent instructional strategy was developed although attempts were made and revisions were instituted. A more logical approach had been formed for the second year.

5. Students were placed in work-stipend positions that were paid for from the project budget. Although these jobs were not usually meaningful, the attempt to eliminate financial causes of dropping out was made.

6. Little of the career development component was installed. Evaluations of students' skills and interests were made, all

students received or applied for social security cards, sixteen students were enrolled in trade schools, and twenty-five students participated in a work exposure program which included classwork and industry visits.

7. Remediation in mathematics and reading was provided for those students in the lowest fifth of the project distribution. Each student was placed in self-instructional math and reading programs. Achievement gains were seven months in reading and two months in mathematics based upon the administration of the Comprehensive Tests of Basic Skills in early October and early June.

8. Physical examinations were provided for all but eleven of the students, and follow-up care was scheduled when it was needed. This included eye care, dental work, and psychological services.

9. Breakfast and lunch programs were operated.

10. There were no gang or race-related incidents during the school year even though the students represented at least twelve different gangs, and the student body was fifty percent Black, thirty percent Spanish-speaking, and twenty percent White.

THE CONTEXT

The School District

The Philadelphia School District, headed by William Ross, Board President, and School Superintendent Matthew W. Costanzo, includes 13,000 teachers and serves some 288,000 children. There are many people serving the school system in capacities outside the classroom who are vital to the effective operation and maintenance of the public schools. These include Vice Principals, Supervisors, Department Heads, Counselors, Librarians, Nurses, Speech Therapists, Dental Hygienists, and Home and School Visitors. Other supportive positions in the school system include classroom aides, instructional material assistants, school-community coordinators, secretaries, clerk-typists, custodial employees, warehouse personnel, cafeteria workers, transportation personnel, and non-teaching assistants.

The Philadelphia Board of Education remains committed to the principle of quality integrated education. Every means is explored to further desegregation and to develop positive inter-group relationships among pupils and staff members. The Office of Community Affairs is directly responsible to the Superintendent of Schools. The Office of Community Affairs has two divisions, the Intergroup Relations Division and the School-Community Coordinator Service. Their respective responsibilities are to plan, coordinate and evaluate intergroup programs throughout the city as well as to provide leadership in situations of racial tension and human relations problems; the School-Community-Coordinator Service, which employs 230 paraprofessionals, functions

to develop cooperative programs and activities and to increase communication, encourage mutual school-community involvement, and support the attainment of educational goals.

The pupil enrollment in the School District is 61% Black, 3% Spanish speaking, and 36% others. These percentages are relatively stable when examining the enrollment at specific educational levels, e.g., elementary schools. In 1971-72, 115, 101 pupils were assigned to elementary schools, 50,034 to junior high schools, and 59,232 were enrolled in senior high or vocational-technical schools. The average daily attendance was approximately 86%. The average class size ranged from 27.3 in District 3, to 31.3 in District 7 in the elementary schools.

Special programs which are conducted serve a wide range of disfunctions. More than 300 pupils receive special English remediation, 6646 are enrolled in classes for the retarded educable, and 983 are enrolled in Remedial Disciplinary classes. Classes are also provided for orthopedically handicapped children, retarded trainable and emotionally disturbed pupils, the visually and hearing handicapped, students with learning disabilities, and home bound or hospitalized students.

In order to implement the above instructional program the Philadelphia School District had operating expenses of three hundred and sixty-five million dollars, 66.5% of which was expended for instruction, 4.6% for administration, 0.7% for research and development, 14.3% for debt service and insurance, 1.2% for transportation, 10.0% for plant and facilities, and 2.7% for

health and pupil services. The revenues which enable these expeditures to be made are 40.8% from local services, 48.3% State subsides, 9.5% expected new funds, and 1.4% Federal funds. The net instructional expediture per pupil was 985 dollars illustrating a steady increase over the past 10 years.

The Site

The Edison Project is being conducted in the old Thomas Potter School at Fourth and Clearfield Streets, Philadelphia, Pa.. The building is being operated as an annex to Thomas A. Edison High School, a comprehensive high school. The neighborhood is characterized by small two story row homes which were built in the early 1900's. A number of small commercial and industrial establishments exist throughout the community, ranging from manufacturers of durable goods to small family owned stores which comprise the Fifth Street shopping area of north central Philadelphia. A broad expansion of railroad tracks and loading stations marks off the northern boundary of the community.

The community was once occupied by low to moderate income White families who have been increasingly replaced by Spanish-speaking and Black families so that now there is a wide variety of ethnic and racial groups living in the community. To the west and south of the Potter School are homes occupied almost exclusively by Blacks. As one moves east and north, Spanish-speaking residents make up a substantial portion of the total population. Immediately surrounding the school is a potpourri

of racial backgrounds with Spanish, Whites, and Blacks living on the same streets. Moving East and North away from the school the neighborhood becomes Spanish and White and then totally White, bordering on the almost totally White section known as Kensington.

The economic status of most of the residents in the sections cited ranges from very poor to lower-middle income. The homes' exteriors vary from expertly painted and finished to drab and dilapidated. There is only slight evidence of any abandoned housing indicating the marketable value of the homes for either purchasing or renting.

The social turmoil which plagues so many of the inner city youth does not seem to be active to the same extent as comparable communities in the city. However, there is a sufficient amount of evidence to substantiate gang related activities in and around Edison High School. These activities and the resulting racial tensions make it difficult and dangerous for some students to travel to and from school.

The attendance patterns and drop-out rates at Edison High School are considerably different from the School District averages. The 1971-72 average daily attendance (A.D.A.) for E.H.S. was 66.2 percent whereas the School District's was approximately 84 percent. The drop-out rate for E.H.S. students was 33.1% as compared to 12% over the entire School District.

THE EDISON PROJECT

Scope

The Edison Project was developed through the efforts of many School District and community persons over an extended period of time. The program was intended to provide potential high school dropouts with both academic skills and career awareness so that they might be better able to make educational and occupational decisions. Based upon previous attendance, academic ability, and grade level failure, students were placed in Book 350 at Edison High School and labelled as potential dropouts. The experience of the high school staff in correctly categorizing students in this way is considerable. Such students attend school with little regularity and, as a result, cannot be rostered into an on-going program. The project recruited its student body, 250 students, from this group.

A relevant instructional program that was related to career development was prepared as the basis for the Edison Project. In addition, remediation was planned in both reading and mathematics, medical services were to be available, and free breakfast and lunch programs were to be instituted.

Personnel

The project staff, in September, 1971, was organized according to the diagram in Figure 1. Halfway through the year it became necessary to redeploy some of the staff members in order to provide improved career development and client-specific services. Two teachers were reassigned to the Career

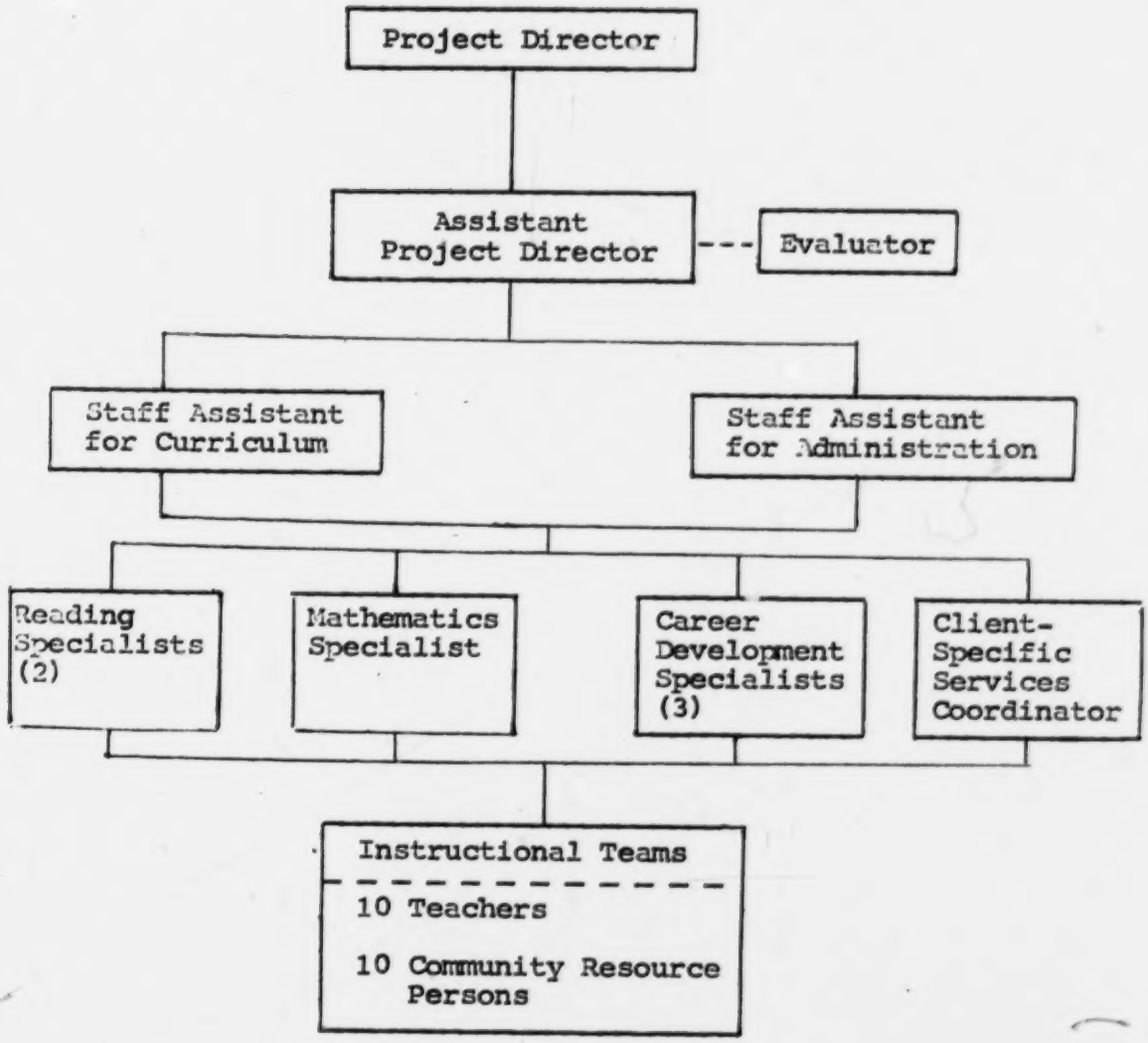
Development program to coordinate legal services, to teach these students who were attending trade schools in the morning, and to take over some of the duties of one Career Development Specialist who was ill. This resulted in the reduction of classes from ten to eight. In addition, one Community Resource Person was assigned to assist in Career Development and another was used as an instructional assistant for remedial mathematics. The final staff change was the hiring, in January, 1972, of an assistant to the evaluator.

Of the ten original teachers in the project, three will be returning as teachers for the second year, one will be retained in a counseling position, and six decided to leave the program. One of the Reading Specialists accepted a position with another School District program. All of the Community Resource Persons will continue in the program.

The coordination of the Client-Specific (Ancillary) Services Component was done by an Edison High School teacher who was given some released time during the school day. During the second year, the coordinator and an assistant will be employed on a full-time basis.

FIGURE 1

EDISON PROJECT ORGANIZATION



Procedures

Instructional Component. The project established classes that were to be supervised and taught by instructional teams consisting of one teacher and one Community Resource Person. In addition to their classroom duties, the CRP's were responsible for visiting homes and maintaining close contacts with the communities that the students came from. Teachers were to make such contacts and were also required to develop and implement units of study that were related to students interests and needs-both academic and vocational.

The self-contained classroom organization was utilized in order to provide a high degree of contact between the students and adults on each instructional team. The personalization of the student-teacher relationship was a result.

Curriculum development and the integration of community, career, and basic skills were to be outcomes of the Broad Urban Studies Component. Since this component is naturally allied with instructional activities, its history will be detailed here. The procedures that were to be followed for curriculum development were:

a. topic selection by instructional team and students
b. meetings with Specialists to explore the topic and to define goals
c. locate materials
d. coordinate content and plans with math and reading specialists

e. contact community organizations and businesses to enlist their cooperation

f. establish objectives and finalize plans

g. implementation

h. evaluation

Three types of units were to be developed: industry oriented, community organization oriented, and community problem oriented. The instructional teams were never able to plan to the extent required by the proposed developmental scheme. Although the Staff Assistant for Curriculum explained, revised, and simplified the procedures, planning of this nature was not completed. Finally, the Broad Urban Studies Component was deleted from the program. It was felt that teachers were not able to engage in curriculum development, as it was described, at the same time that they had responsibilities for the daily activities of twenty-five to thirty students.

The end product of the instructional program was not achieved. Little coordination was found among career, community, and basic skills; the interests of students were not suitable for organizing instruction; the wide range of academic abilities was sometimes a major obstacle in presenting materials or concepts.

Some meaningful instructional activities did occur during the year, but, with one exception, they had little utility for other classrooms because they had not been documented. A biology sequence was developed (and documented) by one of the teachers

and was used by two instructional teams. These materials will form the basis for the science program during the second year. Other examples of the classroom programs include a writing unit, the use of directed reading activities written at three levels, and algebra instruction for students in two of the teams. In addition, each instructional team made use of self-instructional materials in reading and mathematics.

The contacts between the project and the students' homes was identified by the staff as an important aspect of the program. Whenever a student was absent for three days, and often after one day, a staff member would call or visit the home. This led to a feeling that the staff cared about the students and was probably a factor in reducing the dropout rate and increasing average daily attendance.

Mathematics and Reading Components. The Mathematics Specialist and two Reading Specialists, as part of the Curriculum Development Committee (CDC), were to assist teachers in their curriculum development efforts. The CDC met with some of the instructional teams, but as the developmental procedures deteriorated the CDC was disbanded.

In both reading and mathematics, students were placed into individualized, self-instructional programs based upon their pretest scores from the Comprehensive Tests of Basic Skills or from the administration of locally developed instruments. Record keeping and some monitoring of the self-instructional program were part of the Specialists duties. Those students

who required remediation in either area were tutored individually or in small groups in the reading-mathematics lab beginning in January. Such activities were severely limited prior to that time because of the physical facilities. After the number of instructional teams were reduced from ten to eight, space was available for tutoring. Tutorial activities were confined to the mornings, for the most part, because students worked in stipend positions in the afternoons. Initially, the mathematics remediation program was serving only seventeen students. After an assistant was added the number of students in this category increased to forty.

The subject matter specialists met regularly, often maintaining daily contacts with the instructional teams. In addition to assistance with the self-instructional materials, the specialists provided lessons in specific-skill areas, developed lessons that were related to other student activities (e.g. directed reading activities or math lessons based on a field trip), and furnished mini-lessons that could be used in any classroom.

The specialists suggested and conducted staff development sessions that ranged from a problem census to the development of techniques for leading a discussion. Finally, these people were responsible for chairing and participating on committees that dealt with topics such as student evaluation, political action, criteria for teacher selection, and staff inputs for the second year proposal.

Career Development Component. The Career Development Component was designed to enable students to formulate career plans by exploring and trying out various vocations. In conjunction with the meaningful work experience, a curriculum was to be implemented which would serve to reinforce the career interests expressed by the students. In the attempt to accomplish the above goals the operational objectives of the Career Development Component were to develop career awareness and provide individual guidance, training and placement in part-time or full-time positions.

The work or job phase of the program offered some innovations which were unique in broad scale work-experience programs. Work stipend positions were to be provided in those areas identified by students as their areas of interest. The school programs were to be shaped around this identification of an occupational area. For a variety of reasons, student interests could not always be considered in making job placements. Nevertheless, any student who wanted a job was placed in a work-stipend position. Positions were developed in local agencies, small businesses, and governmental agencies, but the jobs often involved menial labor. Work stipend jobs were for fifteen hours a week, began after the close of the morning program (12 noon), and were paid for by the Edison Project at $1.60 per hour. Because of deficiencies in recording attendance, lateness, and job performance, no raises were given.

The Career Development Component was plagued from the beginning of the Project through January, 1972 with organizational difficulties. Clearly, an insufficient number of personnel had been assigned to the component in comparison to the wide range of objectives which were to be met. As more people were assigned a number of issues arose in conjunction with role definition.

The start-up activities, involving the establishment of rapport with comparable offices within the district and central administration, and the standard operational procedures took a considerable amount of time from the development of logistics which were essential to the component's operation. By the end of January many of these difficulties had been resolved and the component began to operate more efficiently.

The component appeared to be on firm ground in regard to its efforts to establish meaningful career guidance, trades preparation, and job readiness activities i.e., interviewing techniques, application completion. Sixteen students were assigned to trade school with funding from the Bureau of Vocational Rehabilitation, shop programs were available at Edison High School (although their use was small because of the gang problem), and vocational evaluations were provided by the Jewish Employment Vocational Service under BVR funding. The Career Development Component hardly scratched the surface when objectives such as tailoring a work experience program and classroom instruction to individual interest and aptitudes.

The component has not coordinated with the instructional teams and specialists to the extent that a viable relationship between curriculum and work experience was established as proposed in the program's design. The component has been relatively successful in establishing rapport with industrial, business and governmental agencies within the community. The moderate gains made during 1971-72 will be improved upon during 1972-73 due to a greater commitment by industry and business to participate.

The overall performance of the Career Development Component reflects the difficulties incumbent in starting-up any comprehensive operation or activity. One consoling afterthought is that the component has acknowledged many of its deficiencies and has begun to deal with them.

Program Management. The Edison Project's managerial design reflects a variety of essential operations which must be performed within the project and a number of interrelationships which were to evolve among the Project, Edison High School, community, District, and Central Administration offices.

The Project Director, Principal of Edison High School, served in the capacity of a resource person for general administrative matters, liason between the District and Central Offices, and facilitator in regard to implementing within the high school instructional and administrative innovations, developed in the Edison Project, which proved to be feasible in serving potential high school drop-outs in a traditional school setting.

The Community Advisory Board, comprised of concerned parties representing industry, business, social welfare and various community interests, was charged with the responsibility of providing the management with technical assistance in dealing with a wide variety of problems and helping the management obtain an accurate assessment of the environment in which the program was being conducted. The Board met on a monthly basis.

The Assistant Project Director was given the responsibility of coordinating all of the daily activities in the Edison Project. His principal responsibilities were budgetary controls, effectuating parental and community involvement, overseeing curriculum development functions, general managerial operations as they pertained to classroom management, student transportation, and record keeping. The curriculum development and instructional responsibilities were delegated to the Staff Assistant for Curriculum who maintained close contact with the individual classroom teams in developing curriculum procedures and assisting in developing instructional materials and techniques. The general logistical managerial operations were delegated to another assistant who operated as a building manager.

The relationships between Central Administration and the Project developed to a point where budgetary and program assistance have been provided. The District Office was able to provide physical support to the program during the later part of the school year and promised to be more active in the coming school year.

The prospect of having a curriculum package for the High School has for all practical purposes been nullified because a viable curriculum procedure had not been developed. The units which were developed lack the sophistication for wide dissemination. There were indications at the end of the school year that the factors which were responsible for these problems have been eliminated and the prospects for developing a viable procedure during the next school year are great.

The demonstrated enthusiasm for the project and commitments made by central administration should result in a greater industrial, commercial and governmental agencies involvement in the Career Development phase of the program. The Edison High School Principal has also promised to be more active in this area as well.

Overall it appears that the administrative functions of the project have been hampered by the start-up inertia which plagued the other components. The Project's increased familiarity with many elements in the community should enable it to operate more efficiently in the 1972-73 school year.

Ancillary Services. The Edison Project, recognizing the fact that problems which affect learning must be dealt with regardless of their sources, provides a number of extra-project services to the students. The Edison Project has established contacts with the Wills Eye Hospital, Episcopal Hospital, the Public Defenders office, and Temple University Dental Clinic. In addition to the above, a Food Service Program was implemented.

Approximately ten percent of the students received eye examinations. Most of the students had been given dental appointments but only fifty percent of those in the project took advantage of the opportunity. Those persons who were responsible for students keeping their appointments frequently experienced considerable difficulty. The primary contributing factors were long waiting periods in the clinics, apprehension, and irresponsibility on the part of the students coupled with the unavailability of a Community Resource Person to accompany all students to their appointments. The Project had planned to have a physical examination provided for each student early in the school year but Episcopal Hospital was not able to accommodate them for a variety of logistical reasons. However, approximately 95% of the students had received a physical examination by June, 1972. A number of students also received extended medical services as a result of these examinations and other problems which developed. A limited number of students received psychological testing and follow-up services through the Base Service Unit.

The legal services of the Edison Project were developed by a teacher from Edison High School who represented an in-kind-contribution to the project. Contact was made with the Public Defenders Office, Juvenile Division. The director of the division agreed to represent Edison Project students in litigations. During the school year, a number of students were given legal representation in minor offenses and serious criminal

matters.

The Food Service program provided the students with the minimum daily nutritional requirements. The students were given a cold breakfast and lunch. The breakfast comprised generally, cereal and milk. The lunches typically included a "cold cut" sandwich, salad, and fruit or cookie. There were general dissatisfactions expressed by the students but, surprisingly, the food was usually eaten.

Evaluation Component. The evaluation of the Edison Project was the responsibility of a Research Associate assigned on a full-time basis. In January a teacher from another school was re-assigned as a Research Assistant.

The basic function of this component was to provide feedback to the staff regarding the attainment of objectives. Beginning in October, monthly reports were produced which described the progress and activities within each component and pointed out discrepancies between the proposed and actual operation of the project. The data for these reports were developed on the basis of monthly questionnaires, interviews, and observations. The evaluator was privy to every facet of the program and, as a result, was able to provide information which was suitable for decision making.

Weekly reports were made to the Assistant Project Director at administrative staff meetings. The evaluator served (ex officio) on the Curriculum Development Committee and later on the proposal revision team. These inputs were important in shaping

and refining the program objectives.

As a result of the first year's experience, the evaluator has modified the reporting schedule from monthly to bi-monthly. Weekly administrative reports were found to provide sufficient information to the project management, and the time required in producing monthly reports was judged to be more than was necessary in consideration of their impact. An increase in the number of observations should follow; resulting in another form of feedback that may be more important to individual teachers. In addition, the evaluation component could be used more in terms of suggesting and developing instruments for the measurement of student growth.

The complete cooperation that was given to the evaluation team by administrators and staff members was a major factor. Without access to the complete program, the evaluation would, necessarily, have been incomplete. The willingness to act on evaluative information and the seeking of data on which to base decisions was a consistent posture of all of the project administrators. This responsiveness led to the recognition of programmatic deficiencies and to corrective actions.

Budget

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

DROPOUT PREVENTION PROGRAM
TITLE VIII, SECTION 807, ESEA

PART III – PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

PLEASE READ THE ATTACHED INSTRUCTIONS BEFORE COMPLETING THIS FORM.

FORM APPROVED O.M.B. NO. 51-R0652

BUDGET PERIOD: BEGINNING 5/15/71 – ENDING 5/14/72

NAME AND ADDRESS OF AGENCY
School District of Philadelphia
21st & Parkway
Philadelphia, Pa. 19103

OE-ASSIGNED PROJECT NUMBER: 903210

GRANT NUMBER: OEG-0-71-3229(281)

STATE: Penna.

SECTION A – EXPENDITURES

CHECK ONE BLOCK TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

PROPOSED BUDGET SUMMARY FOR (Attach Budget Summary details)

- ☐ _____ (Title) COMPONENT
- ☐ TITLE VIII ADMINISTRATIVE COSTS
- ☐ OVERALL TITLE VIII COSTS
- ☐ LOCAL AND SUPPORTIVE COSTS
- ☐ ESTIMATED EXPENDITURE REPORT
- ☒ FINAL EXPENDITURE REPORT

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								
FUNCTIONAL CLASSIFICATION	ACC'T NO.	SALARIES: PROFESSIONAL	SALARIES: NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1. Administration	100	$ 55,408	$14,233	$ 8,242	$ 2,115	$ 2,754		$ 916	$ 83,668	$
2. Instruction	200	215,763	58,525	4,416	13,114	107		61,228	353,153	
3. Attendance Services	300									
4. Health Services	400			13,419					13,419	
5. Pupil Transportation Service	500			8,110					8,110	
6. Operation of Plant	600									
7. Maintenance of Plant	700									
8. Fixed Charges	800									
9. Food Services	900		2,371		1,270			37,172	37,172	
10. Student-Body Act.	1000								3,641	
11. Community Services	1100									
12. Remodeling	1220c			14,313	7,200				21,513	
13. Capital Outlay (Equipment only)	1230						17,516		17,516	
A. TOTAL →		$271,171	$75,129	$48,500	$23,699	$ 2,861	$17,516	$99,316	$538,192	$
B. NEGOTIATED BUDGET →		$243,025	$67,320	$65,013	$28,010	$10,700	$19,525	$16,375		$549,968

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THE ATTAINMENT OF OBJECTIVES

This section of the report will deal with the forty-five objectives that were revised or retained as detailed in the report entitled Revised Objectives for End of Year One (April, 1972). The objectives are organized by component and may not be in numerical order. Each objective has a reference to a page or pages in the original proposal, a reference to the original objective number (in parentheses below the word "objective"), an indication of the source of the data, and a status code. The status codes are as follows:

0 - Objective was not met
1 - Objective was partially met (very low)
2 - Objective was partially met (some)
3 - Objective was partially met (very high)
4 - Objective was met
5 - Not installed
6 - Inadequate data
7 - Not monitored

Codes 1, 2, and 3 should be thought of as being the middle of a continuum from 0 to 4. Thus a code of 1 may be considered to be close to a code of 0, while a code of 3 indicates that the objective was nearly met. Although such a codification scheme may be criticized on the basis of subjectivity or lack of precision, the evaluator maintains that the codings help to provide a more realistic picture of the project's operation.

Following the objectives of each component is a section of conclusions and recommendations that are specific to that component.

Instructional Component

Objective 1. (2) Classroom staff members will average five parent or community contacts each week. (P. 34)

Status = 4 Data Source: Staff logs, monthly questionnaire

The classes had an average monthly contact rate of 83.5 which may be translated, approximately, into a weekly figure of 20 contacts. It should be noted that these data include only telephone contacts with the students' parents.

Objective 2. (3) The home of each Edison Project student will be visited at least once every two months by a member of the staff. (P. 145)

Status = 2 Data Source: Staff logs, monthly questionnaire

Based on the figures provided by the staff members (see Table 1), it seems that each home was visited once every three months. It should be noted that the largest responsibility for home visitations was taken by the Community Resource Persons although in some classes the teacher shared equally in making visitations. The data provided by staff logs were judged to be incomplete and less accurate than those in the monthly questionnaires.

TABLE 1

CONTACTS WITH STUDENTS' HOMES MADE
BY CLASSROOM PERSONNEL

Type of Contact	Mean Number of Contacts Per Month
Telephone (attendance)	70.4
Telephone (other)	13.1
Home visits	8.7

Objective 3. (5) At the end of each month, each classroom teacher will submit a general outline of instructional plans and objectives for the next month to the Staff Assistant for Curriculum. (P. 66)

Status = 1 Data Source: Staff Assistant's log

Objective 4. (6) By the fifth day of each month, each classroom teacher will meet with the Staff Assistant for Curriculum to review and evaluate the previous month's activities. (P. 67)

Status = 1 Data Source: Staff Assistant's log.

By far, the largest deficiency in the program was involved with curriculum development. Periodically attempts were made to revise and revitalize this aspect, but the burden of daily classroom operation was too time consuming to allow for the teacher - developer duality. After repeated attempts (requests and orders) the procedures were revised and limited to monthly conferences between the Staff Assistant for Curriculum and the individual teachers. This activity began in February and was

only fifty percent effective. After March, because of the pressures involved in writing the continuation grant and plans for the summer workshop, the Staff Assistant did not continue this function. Throughout the year, the curriculum planning typically was lacking in definition and precision.

Objective 5. (7) Each staff member will maintain a log in which daily entries will be made concerning teaching, team activities, and meetings. (P. 67)

Status = 2 Data Source: Staff Assistant's log.

Staff logs were not kept until the second semester of the school year. Table 2 indicates the extent to which staff members in various roles handed in those records. The information contained in the logs was often sketchy and sometimes incomplete.

TABLE 2

MAINTENANCE OF WEEKLY LOGS, FEBRUARY - JUNE

Teachers	Community Resource Persons	Career Development	Math and Reading Specialists
54%	67%	72%	92%

Conclusions and Recommendations.

One of the areas in which the Edison Project met with success was in maintaining close contact with the homes of students. Telephone contacts or home visits were made whenever a problem, including non-attendance, occurred. The value of such contacts was recognized and has been incorporated into the program's second year.

The curriculum development problems have also been dealt with. During the second year, the major developmental responsibility will rest with a specialized team which is free of teaching duties. Teacher planning is to be more closely monitored through the use of planning summary sheets that were developed prior to the summer workshop. In addition, specific curricula have been provided for the areas of mathematics, science, language arts, and social studies.

Many of the recommendations that would usually be made at this point in the final evaluation of a program have been included as inputs to the second year's proposal. Thus, in some respects the evaluation has had its effect and this report is after the fact. At the same time, it is recognized that there is a responsibility and a need for describing and reporting on the progress of the Edison Project.

Mathematics Skills Component

Objective 6. (23) During the first two weeks of his enrollment in the project, each student will be tested to determine his arithmetic achievement. (P. 96)

Status = 3 Data Source: Evaluator's records, Math Specialist's records.

The Comprehensive Tests of Basic Skills (CTBS) was administered; as a pretest, to 195 students. In addition, the Mathematics Specialist administered a locally developed instrument to determine students' placement in self-instructional mathematics programs. Although every student was placed in an individualized mathematics program, placements were not made during the first two weeks of enrollment.

Objective 7. (24) The Mathematics Specialist will meet with each instructional team when it is planning a unit of study. (P. 97)

Status = 3 Data Source: Specialist's log.

The failure to install an adequate curriculum development procedure mitigated against the achievement of this objective. As members of the Curriculum Development Committee, the specialists were available for consultations with teachers, but that option was utilized in only a few instances. Given such a situation, the Mathematics Specialist met with teachers both in and out of the classroom to monitor and update student progress in individualized programs and to suggest methods and materials for math instruction. Throughout the year, approxi-

mately six in-class and six out-of-class contacts were made with each teacher on a monthly basis.

Objective 8. (24B) A record of each students ipi progress will be maintained and updated monthly. (P. 96)

Status = 4 Data Source: Specialist's records.

Formal recording of ipi progress began in January. The continuous updating of these records was a factor of the close contact that was established between teachers and specialists.

Objective 9. (25) Each remedial student will receive at least two hours of mathematics instruction per week. (P. 97)

Status = 4 Data Source: Specialist's report.

Through the month of March, the Math Specialist, alone, was responsible for tutoring remedial students. She was able to meet with seventeen students, in small groups, for about thirty-five minutes a day. In April, one of the Community Resource Persons was reassigned as an instructional assistant. Thus in April and May at least two hours of remedial math instruction per week was provided for approximately forty students.

Objective 10. (26) A mathematics laboratory will be installed. (P. 97)

Status = 4 Data Source: Administrator's report.

A laboratory for mathematics and reading remediation was installed at the beginning of January, 1972. No earlier installation could have taken place because of the lack of space. The lack of a laboratory limited the number of remedial students that could be served.

Conclusions and Recommendations. The mathematics component was one of the most successful aspects of the project. Although remediation activities were initially limited by the physical facilities and the assignment of one person for this task, corrective actions were taken. The classroom mathematics programs were usually limited to self-instructional materials. The lack of additional instruction in mathematics may have led to the limited gains that were observed (see Overall Program Aims).

In consideration of the fact that the planning for mathematics instruction will be the responsibility of the classroom mathematics teachers, it is recommended that the mathematics component emphasize remediation for students and consultative services for teachers. The Mathematics Specialist should provide staff development and some curriculum for the teachers.

Reading Skills Component

Objective 11. (28) A record of each student's ipi progress will be maintained and updated monthly. (P. 90)

Status = 4 Data Source: Specialist's records.

Formal recording of ipi progress began in January. The continuous updating of these records was a factor of the close contact that was maintained between the Reading Specialists and the classroom teachers.

Objective 12. (30) Remedial reading instruction will be scheduled by the Reading Specialists for at least two hours a week per student. (P. 91)

Status = 4 Data Source: Specialists' reports.

Since the establishment of the laboratory, approximately forty students have received remedial reading instruction as required. Prior to that time remediation had taken place, but on a more limited basis.

Objective 13. (31) During the first two weeks of his enrollment in the project, each student will be tested to determine his reading level. (P. 91)

Status = 3 Data Source: Evaluator's records, Reading Specialist's records.

The Reading Subtests of the CTBS were administered to 202 students as a pretest. Informal reading inventories were administered also. Although the two week time period was not met, a mechanism has been developed for dealing with this problem.

Objective 14. (32) The Reading Specialists will meet with each instructional team when it is planning a unit of study. (P. 91)

Status = 4 Data Source: Specialists' logs.

The Reading Specialists averaged about nine in-class and nine out-of-class contacts with teachers each month. (This figure is higher than that of the Mathematics Specialist because there were two Reading Specialists and only one Mathematics Specialist.) The failure to properly install the curriculum procedure led to a redefinition of the Specialists' role in planning (see Objective 7).

Objective 15. (33) The Reading Specialists will adapt materials supplied by field consultants, students, and teachers for use in the laboratory or units of study. (P. 91)

Status = 1 Data Source: Specialists' reports.

No materials were supplied by either field consultants (Career Development) or students, but the Specialists' contacts with teachers led to the development of multi-level reading activities and language arts mini-lessons for classroom use.

Objective 16. (34) A reading laboratory will be installed. (P. 92)

Status = 4 Data Source: Administrator's report.

See Objective 10.

Conclusions and Recommendations. The reading component of the Edison Project was highly successful. Not only were the remediation and self-instructional programs implemented, but classroom programs often focused on the development of reading and other language arts skills. This additional reinforcement was what differentiated between the reading and mathematics programs.

The reading component should remain basically the same, but the primary focus should be on remedial readers. The supplying of curriculum and conducting of staff development are also seen as necessary outcomes.

Career Development Component

Objective 17. (38) The Career Development Specialists will supply the mathematics and reading specialists with materials which may be adapted for use in the remediation laboratory. (P. 96)

Status = 2 Data Source: Specialists' logs.

No materials were supplied to the Reading and Math Specialists for use in the laboratory. However, the Career Development Specialists did provide classroom teachers with lessons and tapes for improving interviewing skills, lessons on filling out job applications, and trade manuals that could be used with those students attending trade schools.

Objective 21. (48) Administer to each student, during the first two weeks of his enrollment, a vocational interest inventory. (P. 104)

Status = 3 Data Source: Evaluator's records.

The Minnesota Vocational Interest Inventory (MVII) was administered to 244 Edison Project students at the beginning of the school year. Because of difficulties in the administration of the instrument (reading level and attitude) it was not given at any other time.

Objective 18. (43) On the basis of student records and test scores, the Career Development Specialists will conduct at least one in-depth counseling session with each student. This interview will focus on career and academic planning. (P. 104)

Status = 4 Data Source: Career Development records.

All students enrolled in the project were counselled in regard to career and academic planning. Each individual's Minnesota Vocational Interest Inventory scores were explained as were the Comprehensive Tests of Basic Skills scores and the evaluation received at the Jewish Employment Vocational Service (JEVS). The counselling included discussions on the potential job market, academic requirements, availability of training programs, and adaptability and attitudinal concerns.

Objective 26. (56) The Career Development Specialists will participate in at least one meeting each week with each team. (P. 108)

Status = 2 Data Source: Career Development logs.

The Career Development Specialists restricted their meetings with the teams to planning curricula which focused attention on the following:

1. Writing letters of application,
2. Preparing job applications,
3. Proper business English,
4. Job interviews.

Weekly meetings were not conducted because of the extraordinary time requirements for operating the Work Stipend aspect of Career Development.

Objective 20. (47) Schedule vocational training for students through Edison High School, other vocational schools, or agencies that will be compatible with the students' career interests.

Status = 4 Data Source: Career Development Specialists' records.

A majority of the students have been exposed to vocational training during the past year. One very serious problem has been the inadequate assessments made of each students potential for success in the vocational area selected because the major criterion used was the students' interests. A more sophisticated evaluation approach is sorely needed. One hundred and forty students attended the vocational shops at Edison High School, but only 32 attended the entire program. The average daily attendance (A.D.A.) was 28% for the months January through June. The alarming attrition was a function of inadequate motivation, logistical oversights, and inadequate scholastic preparation. These factors have rendered a meaningful assessment of the program practically impossible.

TABLE 3

ASSIGNMENT OF STUDENTS TO PRIVATE TRADE SCHOOLS

Trade School	Number of Students
Lincoln Technical Institue	4
Institute of Computer Science	3
American Institute of Drafting	1
Ryder Technical Institute	8

Sixteen students were assigned to four different trade schools (see Table 3). The cost for this schooling was paid for by the Bureau of Vocational Rehabilitation (BVR) of the Commonwealth of Pennsylvania. Most of the students attending trade schools experienced difficulty in maintaining a rate of growth that was equivalent to the other students in these schools.

Another group of students worked with the Webb Manufacturing Company in carrying out a community project in addition to developing vocational skills. Old oil drums were collected, refinished, and distributed throughout the community to be used as refuse dispensers. The students were able to receive compensation thru the Work Stipend program allocation.

Vocational aptitude evaluations were administered to 50 students by the Jewish Employment Vocational Service. Fifty-four boys obtained vocational counselling and psychological

testing through Bureau of Vocational Rehabilitation funding.

Objective 19. (46) Develop an opportunity file containing information about job sources. (P. 104)

Status = 1 Data Source: Career Development report.

Attempts were made to develop an opportunity file, but the employment crisis in the greater Philadelphia area mitigated against the attainment of this objective.

Objective 22. (49) The Career Development Specialists will keep records of all contacts made with commercial, industrial, and governmental agencies. (P. 105)

Status = 3 Data Source: Career Development report.

Although contacts were established with thirty-nine private and twenty-two public establishments the records that were kept did not provide sufficient information for determining the nature of students' experiences in Work Stipend positions. In spite of this, the Career Development Specialists were aware of the deficiencies in the recording of student attendance and lateness information at the job sites.

Conclusions and Recommendations. The Career Development Component was plagued from the beginning of the project through January, 1972 with organizational difficulties. Clearly, an insufficient number of personnel had been assigned to the component in comparison to the wide range of objectives which were to be met. As more people were assigned a number of issues arose in conjunction with role definition. By the end of January most of these difficulties had been resolved and the component began to function more effectively.

The work experience and learning station phases of the program suffered most because of the above difficulties. For all practical purposes they were non-existent. The vocational training programs at Edison High School and outside training institutions were ineffective to a great extent, because of inappropriate placements, a variety of motivational factors, and the difficult logistical problems which evolve from such a commitment. The component coordinator believes that those difficulties can be alleviated once a more comprehensive screening and assignment mechanism is developed. Here some question is raised regarding the efficacy of utilizing the Minnesota Vocational Interest Inventory (MVII) as a device for making placement assessments. It is strongly recommended that a J.E.V.S. vocational counselor be housed at the Project location to assist in the screening process.

The Work Stipend program involved the greatest number of students. The poor accountability mechanism and low student motivation obstructed the efforts in that area.

While the Career Development Specialist has been able to provide materials to the Reading and Mathematics Specialists, an even greater and more comprehensive supply of materials are being planned for the year 1972-73. In doing so, greater emphasis can be placed on basic skill activities which relate to vocational needs.

A variety of administrative, instructional and career development changes, as outlined in the proposal for 1972-73, have been recommended. The component will have a manager who is responsible for the performance of two professionals and two paraprofessionals. Two classes per day will be utilized for implementing the work-experience phase of the program. Nine agencies have committed themselves to the program. A vocational counselor will be housed on site in order to provide the kind of in-depth counseling which was lacking during the 1971-72 school year. A system of accounting for the activities, behavior and performance of students on the work site has been developed and will be utilized during the next school year. Through the Curriculum Research and Assistance Team (CART) there will be increased coordination between the classroom teacher and the Career Development Specialists.

Finally, it is recommended that the administrative staff of Edison High School and key staff members from the Central Administration Building take an active part in assisting the Edison Project staff in acquiring greater industrial and commercial involvement in the project.

Work Stipend Component

Objective 27. (59) All students will report to their work/stipend sites on eighty-five percent of the possible working days. (P. 112)

Status = 6 Data Source: Career Development records.

Objective 28. (60) Students will be 95 percent punctual in reporting to their work/stipend positions. (P. 112)

Status = 6 Data Source: Career Development records.

Punctuality and attendance data were unavailable for making a careful analysis of success in these two areas. The career development specialists had difficulty in developing a checking system which the cooperating agencies would find feasible. A limited amount of data was obtained from the three principal agencies (Marine Supply Depot, Naval Supply Depot Administration, and Social Security Administration) as a result of weekly visits by the Career Development Specialists. Little data exist for the remaining participating agencies.

Objective 29. (61) All students will obtain a Social Security number by the end of the school year. (P. 112)

Status = 4 Data Source: Career Development records.

Only ten percent of the students do not have Social Security cards, but these students have completed the application procedure and should receive cards shortly.

Objective 30. (72) Work/stipend supervisors' ratings will be turned in monthly to one of the Career Development Specialists. The ratings will be used on a quarterly basis, to determine students' hourly wages. (P. 116)

Status = 1 Data Source: Career Development records.

Three agencies complied with requests to rate students in terms of their job performance. These agencies submitted only thirty percent of the requested information, while the remaining agencies submitted none. For this reason job performance, punctuality and attendance could not be considered as criteria for determining pay raises. Consequently, all students received the same wage, $1.60 per hour.

Objective 23. (50) Locate training internships and part-time positions for students in the project. (P. 105)

Status = 3 Data Source: Career Development records.

Approximately sixty percent of the students in the Edison Project were assigned to four principal public sector agencies and four private agencies in part-time positions. The responsibilities in any given location varied from clerical functions to maintenance duties. All students received work stipends in lieu of wages paid by the employer. No internships were established.

Objective 24. (52) The Career Development Specialists will develop contacts with at least twenty-five businesses in the larger community to provide for observations by students. (P. 105)

Status = 1 Data Source: Career Development records.

The Career Development Specialists were unsuccessful in obtaining committments from community-based industries to participate in providing observation or work experience locations during the 1971-72 school year, but nine companies have agreed to be involved with these programs during the next school year.

Objective 25. (54) Cooperative training programs will be developed with schools and industries. (P. 107)

Status = 6 Data Source: Career Development records.

See objectives 20 and 23. There is some question in regard to the justification of designating the experiences, enjoyed by some students, as training. The description of the experiences seems to resemble the work-x or work stipend programs rather than a training program.

Conclusions and Recommendations. See Career Development Component.

Client-Specific Services

Objective 31. (73) All students will receive medical examinations after enrollment in the project. (P. 121)

Status = 3 Data Source: Monthly report on client-specific services.

Many difficulties were encountered in motivating students to participate in this aspect of the project. The careful follow-up by the Community Resource Persons (especially those with specific responsibilities in this area) led to the completion of 232 initial physical examinations. Sixty-six students received additional medical care, and only eleven of the students on-roll at the end of June had not been examined.

Objective 32. (76) All students who require extra-project services will be referred to those services through the project. (P. 121)

Status = 4 Data Source: Monthly report on client-specific services.

Twenty-one students were examined at the Wills Eye Hospital, 114 dental appointments were completed at the Temple University Dental Clinic, and a few (unknown because of a lack of record keeping) received assistance at Episcopal Hospital's Base Service Unit (psychological services). Additional psychological services were provided through an intern, assigned on a part-time basis by the Base Service Unit. Legal services were provided for nineteen students through the Public Defenders Office.

Objective 33. (80) In order to assess the status of services being rendered, the project staff will contact, at least once each month, any professional or agency that is providing service to a student. (P. 123)

Status = 3 Data Source: Staff logs.

Contacts were made on a basis that was more regular than monthly for each service except Wills Eye Hospital. These contacts have led to increased and improved services for the next year.

Recommendations and Conclusions. After some initial operational and logical problems, the Client-Specific (Ancillary) Services functioned relatively smoothly. Recommendations for this component include:

1. Provision of more information to staff and students prior to appointments as a means of improving motivation.
2. The inclusion of health and law curriculum topics.
3. Improved and centralized record keeping.

Food Services Component

Objective 34. (02) Breakfast and lunch will be provided for all project students in attendance each day. (P. 131)

Status = 4 Data Source: Administrative records.

Sufficient breakfasts and lunches were ordered throughout the year. The number of meals served, 150 breakfasts and 175 lunches daily, was less than the number ordered with few exceptions.

Recommendations and Conclusions. The problems that the Food Services Component encountered were the low quality of the lunches and the lack of a lunch room. The latter situation resulted in the use of classrooms for meals. This caused delays in beginning the school day and a cleanliness problem. The addition of a lunch room in the basement and facilities for providing hot lunches should improve the food program.

Program Management Component

Objective 35. (101-2) Each month the Project Director, Assistant Director, or Staff Assistant for Curriculum will observe and then meet with each classroom teacher regarding his team's operations and progress in accomplishing objectives. (P. 67)

Status = 2 Data Source: Administrator's records.

The contacts between administrators and teachers have been detailed in Table 4. Although the number of contacts seems to indicate attainment of the objective, the contacts were not necessarily appropriate. Observations of classroom teachers were begun in February by the Assistant Project Director and in April by the Staff Assistant for Curriculum. Sixty percent of the planned observations were carried out.

TABLE 4

AVERAGE MONTHLY CONTACTS BETWEEN ADMINISTRATORS AND TEACHERS

	In-class contacts	Out-of-class contacts
Assistant Project Director Staff Assistant for Administration	3.6	7.4
Staff Assistant for Curriculum	1.2	3.7

Objective 36. (107b) The Project Director will issue a monthly progress report to the Community Advisory Board, the Superintendent of District V, the Edison High School Faculty, the Executive Director of Federal Programs, and the Office of Education Project Officer. (P. 142)

Status = 4 Data Source: Administrator's records.

Formal monthly reports were made at the monthly Community Advisory Board meetings, while informal reports were made to the other persons and groups.

Objective 37. (108) A mechanism for infusion into the Edison High School program will be developed during the 1971-72 school year. (P. 143)

Status = 0 Data Source: Administrative reports.

No such mechanism was developed. The failure of the project to develop a viable educational model made infusion into the high school unnecessary.

Objective 38. (110) The Assistant Project Director will be responsible for forming a parents council which is to meet at least two times a year with the project staff. (P. 145)

Status = 1 Data Source: Evaluator's records.

In late April an organizational dinner meeting was held as an attempt at beginning a parent council. Of the forty parents who were expected, only sixteen were present. One month later a second meeting was held. This meeting was attended by nine parents and two students. Although two meetings were held, the level of participation and lack of leadership of the organization led to a low attainment status.

Objective 39. (114) Each student's project file will contain all intake data concerning him as well as his roster and any explanatory notes. (P. 155)

Status = 4 Data Source: Evaluator's records.

Student files were complete.

Recommendations and Conclusions. The relationships that were established between administration and staff were not always sufficient for the operation of the project. Demands for accountability were not met in too many cases, and, as a result, many of the procedures that were to be installed were not fully implemented. A more careful scrutinization of the project's operation and an effective mechanism for correcting discrepancies seem to be indicated.

Overall Project Aims

Objective 40. (115) Eighty-five percent of the project students will continue in the project or in another school program. (P. 131)

Status = 0 Data Source: Project Enrollment records.

Although this objective was not met, it is important that the dropout rates of the Edison High School tenth grade and the Edison Project be compared. Table 5 summarizes the attendance activity that occured at each site. Edison Project's dropout rate of 21.3 percent as compared with the high school tenth grade rate of 33.1 percent is especially important when one considers that the project students were selected and recruited from a pool of students identified as those most likely to drop out. Admittedly there may be a motivation factor, yet the potential for high attrition cannot be totally discounted. Students who were identified as potential dropouts after the start of the school year were placed in Edison High School's Book 351. The dropout figure (60.9%) for this group may also be found in Table 5.

TABLE 5

ATTRITION FIGURES FOR EDISON PROJECT AND EDISON HIGH SCHOOL TENTH GRADE STUDENTS

		Edison Project	Edison High School	Book 351[3]
(a)	Beginning of year enrollment	284	900	31
(b)	Transfers in	41	380	36
(c)	Transfers out	24	173	3
(d)	Inactive[1]	29	--	--
(e)	Dropouts[2]	65 (21.3%)	366 (33.1%)	39 (60.9%)
(f)	End of year enrollment	207	741	25

[1]This category was used as an administrative convenience. In calculating official information such students are considered as being on the school's roll.

[2]Dropout rate = e ÷ (a + b - c)

[3]These data are also included in the Edison High School figures.

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Objective 41. (116a) The average daily attendance (ADA) for project students will be at least eighty-five percent. (P. 31)

Status = 0 Data Source: Daily attendance records.

The average daily attendance of active students in the Edison Project was 78.1 percent. Although this does not meet the criterion established it is again interesting to make comparisons with Edison High School (61.8%) and with Book 351, other potential dropouts (45.1%). It should be noted that the Edison High figure includes both Edison Project and Book 351 data. The Edison Project figure does not include data from students who were placed on the inactive list. The point is, the high school A.D.A. was slightly inflated through the inclusion of the Edison Project figures, and the project's A.D.A. was slightly inflated by the exclusion of inactive students' data.

Another interesting comparison that was made involved the attendance rates of 184 students who completed the 1971-72 school year and whose previous year's attendance figures were available. This group had A.D.A. rates of 58.7 percent and 80.7 percent for the 1970-71 and 1971-72 school years, respectively. The mean number of days absent, decreased from seventy-six to thirty-six between the two time periods. The difference represents an additional two months of school.

Objective 42. (116b) To reduce lateness by fifty percent from an average of 3.5 to 1.75 days per month. (P. 31)

Status = 6 Data Source: Daily attendance records.

The compilation of lateness information was not always accurate. This situation persists in many, if not all schools. The objective should not be used.

Objective 43. (117) Each project student will make a minimum gain of six months in arithmetic achievement during his first year in the project. (P. 32)

Status = 0 Data Source: Comprehensive Tests of Basic Skills.

Objective 44. (118) Each project student will make a minimum gain of six months in reading achievement during his first year in the project. (P. 32)

Status = 4 Data Source: Comprehensive Tests of Basic Skills.

The Comprehensive Tests of Basic Skills, Form Q, Level 2 was used as the pretest. For the posttest, Form R was administered with half of the students taking Level 2 and half taking Level 3. (The norming of the CTBS was such that scores may be compared independent of the level of the test). Those students who appeared to have been incorrectly assigned to take the Level 3 posttest, based upon their results, were retested using Level 2. Testing took place during the first week of October (pretest) and the first week of June (posttest).

TABLE 6

PRETEST, POSTTEST, AND GAIN SCORES IN GRADE EQUIVALENTS--CTBS[1]

Total Mathematics			Total Reading		
Pretest	Posttest	Gain	Pretest	Posttest	Gain
6.1	6.2	0.2	5.6	6.1	0.7
195	141	122	202	159	116

[1]The different sample sizes that appear in Table 6 are accounted for by the fact that attendance was somewhat unstable. The difficulty in testing urban, secondary school students was less of a problem at the project than was expected.

As inspection of Table 6 would indicate, the average achievement gain of Edison Project students exceeded the six month criterion for reading, but not for mathematics. The reason for such a discrepancy may lie in the emphasis that was usually placed on reading and language arts skills, while mathematics instruction was, in most classes, limited to individualized, self-instructional materials. Reading was a natural element of most instructional activities, mathematics was not. A further breakdown, by classes, of pretest and posttest scores has been provided in Table 7.

TABLE 7

PRETEST AND POSTTEST LEVELS IN
READING AND MATHEMATICS FOR INDIVIDUAL CLASSES

	Mathematics		Reading	
	Pretest	Posttest	Pretest	Posttest
A	5.6	6.1	5.1	6.2
B	5.5	5.5	5.5	6.1
D	6.1	6.2	5.0	6.2
E	6.8	7.0	5.0	5.2
F	6.0	6.6	4.9	5.5
G	5.7	5.9	5.6	6.1
I	5.6	5.7	6.4	6.8
J	6.1	6.4	5.8	7.0
Total	6.0	6.2	5.5	6.1

Objective 45. (120) The Community Advisory Board will meet at least once each month. (P. 33)

Status = 4 Data Source: Evaluator's records.

From October through the end of the school year, the Community Advisory Board held monthly meetings. Attendance at these meetings included representatives from the project, the community, local industry, local agencies, parents, students, and the District V Office. A monthly breakdown of attendance at Community Advisory Board meetings is presented in Table 8.

TABLE 8

MONTHLY ATTENDANCE AT CAB MEETINGS

	Edison Project Staff	Community	Industry/ Agency	Parents	Students	Others	Total
October	2	3	1	0	0	0	6
November	7	4	2	2	0	1	16
December	6	2	6	0	0	2	16
January	12	3	2	0	0	5	22
February	5	1	3	1	0	1	11
March	9	2	4	0	0	1	16
April	4	3	3	0	0	1	11
May	5	1	2	0	2	1	11
June	8	2	4	1	0	1	16

Recommendations and Conclusions. The lack of a bona fide control group for the Edison Project necessitated the statement of overall objectives in terms of their performance alone. Although such statements are not inherently good or bad, there is some doubt as to the basis for the establishment of criteria. It is recommended that reasonable expectations, substantiated by data, be established. It is also recommended that the project set up record keeping procedures that are consistent with the needs of the School District, the teachers, and the evaluation. Rationalization of these records was a continuous activity during the past year.

Summary of Status Code Assignments

If you have been keeping score while reading through this report, you should have developed a list of objectives and status codes that is similar to that presented in Table 9. There were three objectives that received status codes of 0, seven received 1's, five received 2's, nine received 3's, seventeen received 4's, and four objectives received 6's. This information by itself is not really descriptive of the project's activities. Many of the unattained objectives were in the Instructional and Career Development Components. These components have been modified and strengthened for the second year. In addition, the Overall Project Aims were in some cases unrealistic. If one deletes these sets of objectives, the tally of status codes becomes two 1's, one 2, six 3's, and twelve 4's. Thus it appears that the deficiencies in the Edison Project were mainly due to the lack of adequate instructional and career development programs. This serious problem was realized, examined, and attended to from February, 1972 on. The result was a change in the procedures and mechanics (although not in the theory) of these components.

TABLE 9

SUMMARY OF STATUS CODES FOR EACH COMPONENT

Component	Objectives and Status Codes							
Instructional	Objectives	1	2	3	4	5		
	Status Codes	4	2	1	1	2		
Mathematics	Objectives	6	7	8	9	10		
	Status Codes	3	3	4	4	4		
Reading	Objectives	11	12	13	14	15	16	
	Status Codes	4	4	3	4	1	4	
Career Development	Objectives	17	18	19	20	21	22	23
	Status Codes	2	4	1	4	3	3	3
	Objectives	24	25	26	27	28	29	30
	Status Codes	1	6	2	6	6	4	1
Client-Specific	Objectives	31	32	33				
	Status Codes	3	4	3				
Food Services	Objectives	34						
	Status Codes	4						
Program Management	Objectives	35	36	37	38	39		
	Status Codes	2	4	3	1	4		
Overall Project	Objectives	40	41	42	43	44	45	
	Status Codes	0	0	6	0	4	4	

APPENDIX A

SUMMARY OF INCOMING AND OUTGOING STUDENTS

ENTRY MONTH

Exit Month	Exit Status[1]	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Total
OCT.[2]	D	2								2
	I	0								0
	T	2								2
NOV.	D	3	1							4
	I	1	0							1
	T	3	0							3
DEC.	D	4								4
	I	4								4
	T	3								3
JAN.	D	6		0						6
	I	0		0						0
	T	3		1						4
FEB.	D	13	1							14
	I	2	0							2
	T	4	0							4
MAR.	D	6	1							7
	I	1	1							2
	T	2	0							2
APR.	D	12	1			0				13
	I	3	0			1				4
	T	3	0			0				3
MAY	D	10	1	0	1					12
	I	10	1	0	0					11
	T	2	0	1	0					3
JUN.	D	3								3
	I	5								5
	T	0								0
TOTALS	D	59	5	0	1	0				65
	I	26	2	0	0	1				29
	T	22	0	2	0	0				24
Completed Program		177	2	7	3	7	3	5	3	207

[1] D = Dropout, I = Inactive, T = Transfer.

[2] Because of disorganized student rolls, September and October student entries have been combined.